

# **Northern Indiana Workforce Board (NIWB)**

## **Request for Proposals to Operate Workforce Investment Act (WIA) Title I Youth Programs and Services**

**Services to be delivered as a Vendor**  
**Services are to be delivered July 1, 2012 through June 30, 2014 based**  
**on performance with an optional 1 year extension at NIWB's**  
**discretion.**

**RFP Issue Date: March 28, 2012**  
**Proposal Due Date: April 23, 2012 (4pm)**

***Serving the following Indiana counties: Elkhart, Fulton, Kosciusko, Marshall, and  
St. Joseph***

**Northern Indiana Workforce Board**

WorkOne  
851 South Marietta Street,  
South Bend, IN 46601

## Section I: Background and General RFP Information

**A. Overview of RFP:** Workforce Investment Act (WIA) Title I formula funds are allocated to local Workforce Investment Boards for Youth Services to support the delivery of employment and training services to youth between the ages of 14-21 who meet federal Workforce Investment Act eligibility criteria. The Northern Indiana Workforce Board (NIWB) is the grant recipient for these funds in northern Indiana and, through this RFP, is seeking proposals from organizations that will provide skill development and employment preparation services to eligible youth.

In keeping with the intent of WIA, NIWB is committed to helping economically disadvantaged youth be successful in school, access job training and higher education opportunities, and gain the knowledge and skills required to enter high-wage career pathways. More specifically, NIWB is seeking partnerships with organizations that can demonstrate measurable, positive impact on the youth they serve. Youth-serving organizations are invited to respond to this Request for Proposal (RFP) as an important step toward building a network of integrated youth services, one that helps youth succeed in school, at work, and as members and leaders of their communities.

Because this will be a true partnership between NIWB and selected youth-serving organizations, NIWB is seeking interested organizations that demonstrate the four critical characteristics listed below.

- Competent and cooperative management with a vision for developing and supporting true youth development activities;
- A commitment and ability to ensure that youth oriented staff are available to serve low income youth over the next 2-3 years;
- A high level of innovation and creativity in designing project and experiential based learning activities in which young individuals can participate; and,
- A willingness to work with community partners and educational organizations in the planning and implementation of these innovative approaches to youth development.

Programming will be focused on two specific service groups as defined by WIA – In-School Youth (ISY) and Out of School Youth (OSY). The NIWB and its Youth Council endorse the Jobs for America's Graduates (JAG) program as both an ISY and OSY opportunity regionally. In addition to JAG, youth proposals must

demonstrate a service delivery model for youth who are not JAG eligible. A brief program description of the youth programs is found below.

**ISY JAG:** The JAG in-school youth (ISY) program is a school-to-work transition program focused on helping at-risk ISY graduate from high school and either find employment, pursue postsecondary training, or enter the military following graduation. At each participating high school, the JAG program provides a trained "Career Specialist" who provides individual and group instruction to 35-45 students at risk of not graduating. The JAG curriculum focuses on supporting students in their regular studies and offers instruction on 37 core employability competencies that prepare students for the workplace. The successful bidder must identify its plans to fund and support ISY JAG programs at the existing 8 high schools in Northern Indiana this year, will have a firm understanding of the JAG model, and will identify creative ways to expand programming into additional schools throughout Region 2. More detailed information about the JAG program can be found in attachment A to this RFP.

**OOSY JAG Drop-Out Recovery:** The Out-Of-School JAG program is designed to serve youth, ages 16-21, who have left the traditional school system and are interested in completing requirements for a high school diploma or attain a GED. The JAG Out-of-School Program works with students in a cohort to enable them to achieve all requirements for a high school diploma or a GED and then to transition to a positive destination in the form of a job, postsecondary education or the military. A trained career specialist provides counseling and classroom instruction. Participants are also equipped with employability skills in 20 employability competencies that will prepare them for the workplace. These competencies are organized in the following six competency categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills competencies. The successful bidder must identify its plans to fund and support the 5 OSY JAG programs that currently exist, will have a firm understanding of the JAG model, and will identify creative ways to increase outreach and recruitment efforts to increase enrollments into the program, increase visibility of the program, expand community partnerships, and maintain existing partnerships. More detailed information about the JAG program can be found in attachment A to this RFP.

**B. Eligible Bidders:** Organizations eligible to submit proposals in response to this RFP include not-for-profit organizations, education institutions, government entities, for-profit businesses and other organizations that are not suspended, debarred or otherwise prohibited from entering into a legal contract for WIA Youth funding.

Proposals from community-based organizations, faith-based organizations, small businesses and minority-owned businesses are encouraged.

All bidders must accept liability for all aspects of any WIA program conducted under contract with the Northern Indiana Workforce Board (NIWB). The winning bidder/s will be liable for any disallowed costs or illegal expenditures of funds or program operations conducted. **The NIWB will not reimburse its vendor for any disallowed costs.** This Request for Proposals is not in itself an offer of work nor does it commit NIWB to fund any proposals submitted. NIWB reserves the right to make an award to any bidder or to make no awards, if that is determined to serve the best interests of Northern Indiana. NIWB is not liable for any costs incurred in the preparation or research of proposals.

The purpose of this RFP is to solicit proposals for the delivery of youth services under the Workforce Investment Act in the following counties: Elkhart, Fulton, Kosciusko, Marshall, and Saint Joseph.

**C. Targeted and Eligible Youth:** WIA rules require that programs must be designed to serve both low income in-school (ISY) and out-of-school youth (OSY). Additionally, all youth to be served must meet the WIA Youth program eligibility criteria as established by federal regulations. To meet these eligibility criteria, a youth must be between the ages of 14-21, be a member of a low income family, and have at least one barrier to participation in education or workplace activities.

**D. Critical Program Components:** From a broad perspective, a WIA youth program must include the following four components:

- **Assessment:** All youth customers must complete a TABE assessment; All youth customers must complete a personalized and objective assessment of their skill levels and service needs;
- **Plan Development (Academic Career Plan):** Based on the results of these assessments, all youth customers must participate in the development and ongoing maintenance of an individual service strategy or plan that outlines an effective service strategy;
- **Service Delivery:** Based on this plan, all youth customers must receive the specific youth development and workforce services as described in their plan; and,
- **Follow Up:** Once all services have been delivered and outcomes achieved, all youth must receive some form of follow-up services for a minimum period of 12 months following their completion of program activities.

From a more detailed perspective, the WIA legislation mandates that ten specific services must be available to all youth who participate in WIA funded youth program activities. These ten required services can be made available through direct service provision, through partnerships with other organizations, or through referral to other organizations as appropriate. The 10 required services which must be made available to all youth enrolled include:

- Tutoring and instruction leading to high school completion (dropout prevention activities)
- Alternative secondary school offerings
- Summer employment opportunities linked to academic and occupational learning activities
- Paid or unpaid work experiences, including internships
- Occupational skill training
- Leadership development opportunities
- Supportive services
- Comprehensive guidance and counseling
- Adult Mentoring
- Follow up services for a minimum of 12 months

Interested organizations should also note that NIWB views strong community partnerships as instrumental to the success and sustainability of “second chance” programs for at-risk youth. Proposals should therefore demonstrate comprehensive collaboration - including shared financing as appropriate – with local school districts, adult education programs, community colleges, and community-based organizations.

**E. Program Outcomes:** All youth programs funded by NIWB must lead to one or more of the following outcomes:

1. completion of a high school diploma;
2. attainment of a degree or industry recognized certification;
3. job placement;
4. placement in post-secondary education programs, advanced training activities, apprenticeship programs or in the military; and/or
5. for youth with poor basic skills, an improvement in math and reading skills as measured by assessment scores.

Based on these outcome requirements, the Workforce Investment Act has prescribed the specific and numerical measures of success for all youth programs funded with WIA resources. As such, organizations selected to operate the WIA Youth Program for NIWB must operate these programs in a manner to achieve the following outcomes:

- Placement of Youth in Employment or Education 72% of all youth
- Attainment of Degree or Certificate 63% of all youth
- Literacy and Numeracy Gains 30% of all youth

Please note that these performance measures are negotiated on an annual basis and are therefore subject to change based on these negotiations with the Indiana Department of Workforce Development and DOL. For more specific information on these measures, interested organizations are encouraged to review Training and Employment Guidance Letter No. 17-05 as issued by the US Department of Labor on February 17, 2006. This Guidance Letter provides significant detail on how these performance measures are calculated.

**F. General RFP Requirements:** NIWB assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws: Section 188 of the Workforce Investment Act of 1998; Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; The Age Discrimination Act of 1975, as amended; and Title IX of the Education Amendments of 1972, as amended. NIWB also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to all WIA Youth programs and activities and to all agreements that NIWB makes to carry out the WIA Youth programs and activities. Any organization submitting a bid in response to this RFP must also provide an assurance that they will comply with the above nondiscrimination and equal opportunity requirements.

The successful bidder also assures that if awarded a contract it will comply with all regional, state and federal monitoring requirements. This means the bidder will make available all required information (both program and financial) as is required to satisfy local, state, and federal monitoring expectations. In addition, bidders are required to maintain all WIA youth records for at least three years. All electronic data and paper files remain the property of the NIWB and must be stored within the Region 2 office where service is provided, or as directed by the NIWB. Bidding organizations should note that specifications in this RFP may change based on issuance of State or Federal policy or WIA re-authorization. NIWB will work with successful bidders to implement any changes required by the State or the US

Department of Labor. By submitting a proposal, the bidder agrees to work cooperatively with NIWB to comply with any required subsequent changes.

To ensure a fair and open process for all interested bidders, the following time table will be used with this RFP:

RFP Issued: March 27, 2012  
Questions & Answers Deadline: April 6, 2012  
Proposals Due: April 30, 2012  
Proposal Presentations: By Invitation Only-Date to Be Determined  
Proposal Review Completed: May 18, 2012  
Workforce Investment Board Approval: June 7, 2012  
Contract Negotiations Completed : June 22, 2012  
Contractor Begins Delivering Services: Per Contract Negotiations

The proposal presentations are by invitation only, and are a required component of this RFP process. Presentations will be scheduled at the request of the Youth Council. Organizations selected to participate in the Proposal Presentations will be contacted by Sherry L. Klein via telephone, and arrangements confirmed with the primary point of contact for this proposal.

## Section II: Proposal Instructions and Statement of Work

**Specific RFP requirements:** Proposals must be received by email no later than 4PM EST on April 30, 2012. Proposals received after that time and date will be rejected. When submitting proposals, bidding organizations must adhere to the following requirements:

- Proposals must be limited to 12 single-sided pages, not including other sections of your proposal such as required attachments, your audit/financial reports, and other attachments such as resumes and organizational charts. All pages must be numbered and all required attachments must all be completed as requested. Proposals must be typed utilizing a legible font (Times New Roman, Arial, Cambria, or Calibri preferred), font size (minimum 10 pt), and format with a minimum of 1 inch page margins. Proposals that fail to follow all instructions and do not include all applicable information and forms will not be considered.

- **Cover Letter with Signatures** is not an included format to this proposal. The bidding organization may utilize its own format. However, the Cover Letter is limited to one page, and must be signed by the individual authorized to enter into binding agreements on behalf of the bidding organization.
- **Attachment B** (Budget Form) All 3 sections must be completed (Line Item Budget, Cost per Participant, and a one page budget narrative to support the line item budget being proposed).
- **Attachment C** (Production Schedule/Performance Estimate) must be completed to highlight planned enrollment and service levels.
- **Attachment E** (Non-Collusion Affidavit) must be signed by the individual authorized to enter into binding agreements on behalf of the bidding organization and submitted.
- **Attachment F** (Assurances and Certifications) must be signed by the individual authorized to enter into binding agreements on behalf of the bidding organization and submitted.
- All proposals must be submitted in PDF Format via email and sent to the attention of Barbara White at [bwhite@gotoworkone.com](mailto:bwhite@gotoworkone.com). Please identify "ATTN:Youth RFP Submission" in the subject line of the email.
- Questions regarding this RFP may be submitted via email to Sherry Klein at [ssklein@gotoworkone.com](mailto:ssklein@gotoworkone.com). Questions will be received through April 6<sup>th</sup>, 2012 and all answers will be posted to the WorkOne Northern Indiana website ([www.gotoworkone.com](http://www.gotoworkone.com)) no later than April 13, 2012.
- Use this as a checklist to ensure that you have included all items required to respond to this RFP. Failure to include all required information could result in rejection of your proposal.
  - ❑ Cover Letter with signatures (Created by bidding organization-No Attachment)
  - ❑ Organizational Chart
  - ❑ Proposal Statement of Work
  - ❑ Attachments B [Cost per Participant, Budget Plan (Excel Format), and Budget Narrative (one page)]
  - ❑ Attachment C (Production Schedule/Performance Estimate)
  - ❑ Attachment D (Assurances and Certifications)



- ❑ Attachment E (Non-Collusion Affidavit)
  - ❑ Copy of most recent audit report
- Bidders have the right to appeal any action or decision related to this RFP. Appeals will be reviewed and investigated by NIWB. Bidders wishing to make a formal appeal must provide, in writing, their specific rationale for the appeal. All written appeals must be submitted to Greg Vollmer, President and CEO of NIWB, in PDF and emailed to Barbara White at [bwhite@gotoworkone.com](mailto:bwhite@gotoworkone.com). Please identify ATTN: RFP Appeal in the subject line of the email.
- Unless specifically requested by NIWB, changes and/or amendments to the originally submitted proposal will not be considered. In addition, NIWB reserves the right to: (1) amend or withdraw this RFP at any time, (2) reject any and all proposals, and (3) re-issue this RFP if necessary.

**RFP Content Outline:** Organizations interested in operating the WIA Youth Programs for NIWB should adhere to the following outline in responding to this RFP. This will make your proposal more reviewable and will allow reviewers of your proposal to make more informed decisions.

#### **A. Experience of Bidding Organization (10% of overall rating)**

- What is the Mission Statement for WorkOne in Northern Indiana?
- Provide an overall description of your organization. What is your organization's mission and how does operation of the youth programs support your mission and Northern Indiana WorkOne's Mission? Please describe your governance and management structure that highlights key management personnel and their proposed roles with this project (including a single point of contact for your organization). What experience does your single point of contact have at directing and managing youth projects with partnerships and outcomes as requested?
- Proposals must include information to demonstrate that the organization and/or its key staff has a record of success in operating youth development and workforce preparation programs or projects. As such, describe any organizational and key staff experience in operating youth development and workforce preparation programs. Outline any specific workforce services that

your organization and/or key staff have provided to low income youth who are either at-risk of not graduating high school or who have already dropped out.

- Describe your organization's experience in working with customer tracking and/or MIS systems. Specifically, detail any experience your organization and key staff possess in the real time reporting of customer activities in an MIS data base.
- While staffing/hiring decisions will be the responsibility of your organization, there is an expectation that your organization will provide first consideration to current youth staff operating in the Northern Indiana WorkOne System. Please identify the qualifications of any current staff that will be involved in delivering the proposed WIA Youth services. Include brief position descriptions with position titles. Please identify the qualifications required for new staff that may be hired during this vendor relationship, and describe the process through which qualified staff will be identified and selected. Identify key management staff by name with a description of their role in the proposed project as well as a summary of their credentials/qualifications. Include an organizational chart that specifies staffing levels and locations where all staff will be located.

## **B. Service Strategy (35% of overall rating)**

- What is JAG? Please identify your organizational plans to fund and support the ISY/OSY JAG programs in Northern Indiana this year? How do you envision JAG operating within the context of the WorkOne Centers? Please identify creative ways to increase community awareness of JAG, and expand programming into additional areas throughout Region 2. How will you implement these ideas?
- How do you envision the structure of the Career Association and Professional Associations as a component to your JAG programs? How will you utilize these components to enhance the occupational and employability opportunities for youth? What are your plans for engaging these associations with our communities?
- Provide specific information on how your organization plans to operate the youth program. Include specific information on each of the following items: (1) the counties in which your organization is proposing to operate the youth program, (2) the specific location at which the youth program will be operated, (3) the schedule for operating the proposed youth program, (4) your planned staff to

youth participant ratio, (5) the frequency of contacts and activities to be conducted with youth participants and (6) any innovative activities your organization can uniquely provide to youth program participants? How will this coordinate with the requirement to operate the JAG programs?

- Please describe how Youth will be identified within WorkOne's Customer Flow model? Please identify how your organization will serve youth that are not eligible for the JAG programs.
- Describe the specific strategies your organization will use to recruit youth into the youth program and complete all required program eligibility activities. Describe all planned youth recruitment activities and detail any innovative strategies that will be used by your organization. Also describe the eligibility determination and intake process your organization will use to ensure that only WIA eligible youth are enrolled in program activities.
- Describe the specific assessment and service plan development strategies your organization will use with each youth participant. Detail the specific assessment tools to be used and the specific strategies for ensuring that assessment results are used to develop appropriate service plans with youth participants. Also, describe in detail how youth participants will be assessed throughout their participation in the program to identify the need for any additional services or supports.
- Detail your organizations plans for providing case management support to youth participants. Discuss the specific case management strategies your organization will use to ensure the continuous engagement of youth participants in program activities and their success in the youth program.
- Explain how your proposed program structure will allow youth participants to access the 10 required program services within the JAG model. Remember, these required services can be made available through direct service delivery, partnership or referral to another organization. The Professional Association and Student Career Association components of JAG are an excellent format for partner participation and engagement. To this point, include a brief description of any partners that will be involved in the operation of your proposed WIA youth program. Describe the specific role that these partners will play in delivering the proposed workforce services to youth. For partners that will play a significant

role in your proposed youth program, you are encouraged to include letters from these partners which reference the specific commitments being made, including services to be delivered to youth customers, financial or in-kind contributions if any, and any other commitment(s) being made.

- Please identify when youth participants are exited from service?
- What is your follow along strategy? How will you obtain the information needed to capture all positive performance outcomes?

### **C. Program Outcomes (35% of overall rating)**

- Complete Attachment D to this RFP and detail your organization's production schedule to provide an assurance to NIWB that your organization will begin and end planned youth program activities on schedule.
- Within the context of the required program outcomes, identify the specific percentage of youth that will achieve the following outcome:
  - ✓ Placement of Youth in Employment or Education
  - ✓ Attainment of Degree or Certificate
  - ✓ Literacy and Numeracy Gains

Also, identify any specific strategies that your organization will utilize to ensure the attainment of these outcomes for each youth participant.

Please also identify the specific JAG program outcomes to be achieved. JAG outcome requirements have been identified in Attachment A and bidders should know that these outcomes are prescribed and non-negotiable.

- Identify any other outcomes to be achieved through project operation that would create value-add for the resources being invested.

### **D. Financial Management and Budget (20% of overall rating)**

- Please complete a budget using the budget format as provided in Attachment C. Do not deviate from the budget format provided as consistency will allow

reviewers to better evaluate and compare proposed budgets. A two-page budget narrative must be included/attached that describes the allocation of funds amongst programs and the philosophy of the bidder with respect to minimizing overhead costs while maximizing direct youth costs. If there is a management fee, please identify what it covers, and what the monthly billing would be. The budget narrative should be used to clarify and annotate the budget.

- Detail the financial management system used by your organization. It is important to emphasize that bidders must maintain a financial management system that is auditable and in compliance with generally accepted accounting principles. Detailed financial records must also be available for audit and monitoring purposes when required. To demonstrate your organization's ability to comply with these financial standards, provide a brief description of your financial management system, including appropriate internal controls. Also provide an electronic copy of your most recent audit report as an attachment to your RFP response.
- Has your organization had any questioned costs, disallowed costs or compliance monitoring findings in the last three years? If so, describe these costs or findings and detail how the issues have been resolved. Also, if WIA costs you incurred in the operation of the proposed youth program were subsequently disallowed as a result of an audit or monitoring (meaning you spent them inappropriately), does your organization have the capability to repay these funds? If yes, from what source?

## **Attachment A**

### **An Introduction to the Jobs for America's Graduates (JAG) In-School Youth Program**

The Jobs for America's Graduates (JAG) program is a school-to-career program implemented in 700 high schools, alternative schools, community colleges, and middle schools across the country. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or enrollment in a postsecondary institution that leads to a rewarding career.

JAG serves young people with barriers to success. The more barriers to success that a young person might have, the more he or she is considered "at-risk" of graduating from high school or having a successful transition from school to an entry-level job that leads to a career. After more than two decades of operation, JAG has proven to be one of the most cost-effective and successful state-level strategies for tackling high drop-out rates, low academic performance, youth unemployment, and other critical issues related to at-risk youth.

The mission statement of the national model is to establish state organizations committed to implementing the JAG Model to serve in-school and out-of-school young people. JAG programs deliver a unique set of services to targeted youth in high school, including 12 months of post-graduation follow-up services that will result in the graduate pursuing a postsecondary education and/or entering the workforce in a quality job leading to a career. Targeted youth are those most at risk of leaving high school before graduating, unable to complete requirements for a high school diploma, or unable to experience a smooth transition from school to a career (with or without postsecondary education). While JAG is not for everyone; it is for students that possess significant barriers to academic (high school diploma or GED) and career success (securing an entry-level job leading to a career).

JAG Specialists recruit and interview students interested in the program. However, before a final decision is made to finalize the Program Roster, the in-school Advisory Committee meets and reviews candidates for the program. The JAG Specialist depends upon the Advisory Committee to provide feedback on each candidate and assist in the selection of participants with barriers to academic and career success. Generally speaking, career specialists know that young people with the greatest

number of barriers (who want to be in the JAG program) will gain the most benefits from participation in the program.

The Electronic National Data Management System (ENDMS) provides JAG Specialists with a tool to capture critical information about participants upon entry into the program. Specialists are able to print a hard copy of a document called the "Student Profile." This document identifies barriers to academic and career success based upon the master list below.

### **ACADEMIC BARRIERS**

- A.1. One or more modal grades behind peers
- A.2. Low academic performance (a grade point of C or below or basic academic skills in the bottom quartile of the class)
- A.3. Basic skills deficient (reading and math in particular)
- A.4. Failed state proficiency exam
- A.5. A past record of excessive absences as verified by school officials
- A.6. Has been suspended, expelled, or put on probation during high school
- A.7. Has repeated a grade in high school
- A.8. Has dropped out of school previously
- A.9. Limited English proficiency

### **PERSONAL BARRIERS**

- P.1. Special Education-certified (verified by school district or agency)
- P.2. Lacks motivation or maturity to pursue education or career goals
- P.3. Emotional disorder that impairs education or career goals
- P.4. Has a disability (documented disabilities only)
- P.5. Health problems that impair education or career goals

### **ENVIRONMENTAL BARRIERS**

- E.1. Family environment is not conducive to education or career goals
- E.2. Is pregnant (when admitted to the program)
- E.3. Has dependent child(ren) in the home
- E.4. Has documented alcohol and/or substance abuse
- E.5. Convicted of a criminal offense other than a traffic violation
- E.6. Has a record of violent behavior

- E.7. Homeless
- E.8. Runaway

## **INCOME AND WORK-RELATED BARRIERS**

- W.1. Is an economically disadvantaged student as defined by public assistance, AFDC, or free lunch
- W.2. Is a member of a race/ethnic group with a low family income
- W.3. Having inadequate or no work experience
- W.4. Lacks marketable occupational skills that are in demand in the local labor market.

## **JAG MODEL PERFORMANCE GOALS AND OUTCOMES**

- ✓ Graduation/ GED Completion Rate. The word “graduates” appears in the name of the organization and represents the importance of graduation (or GED completion) to the JAG National Network. The goal is to achieve a 90% completion rate by the close of the 12-month post-graduation follow-up phase. The Graduation Rate is computed by subtracting the non-graduates from the number of participants on the Program Roster and dividing the graduates by the total number of participants. For example:

Total number of participants:	600
Non-graduates:	50
Graduates:	550
Graduation Rate:	90.17% (550 divided by 600)

- ✓ Positive Outcome Rate. The goal is for 80% of the participants to achieve a positive outcome by the close of the 12-month post-graduation follow-up phase. The positive outcomes valued in the JAG Model include: employment (full-time or part-time); postsecondary enrollment; or full-time military. The Positive Outcome Rate is computed by dividing the number of Positive Outcomes by the number of graduates (550). For example:

Total number of graduates:	550
Total number of positive outcomes:	500
Positive Outcome Rate:	90.9% (500 divided by 550)



- ✓ Employment Rate. The goal is for 60% of the participants to be employed in a full-time (35 hours or more) or a part-time job (greater than 10 hours but less than 35 hours). The word “jobs” is prominent in the name of the organization - “Jobs for America’s Graduates.”

The Employment Rate is computed by dividing the number of employed participants (full-time, part-time, and full-time military) by the number of graduates. For example:

Total number of graduates:	550
Total number of employed graduates:	350
Employment Rate:	60.1% (350 divided by 550)

- ✓ Full-time Jobs Rate. The goal is for 60% of the graduates to be in a full-time job including: full-time employment (35 or more hours per week; two part-time jobs totaling 35 or more hours equates to a full-time job). The Full-time Jobs Rate is computed by dividing the number of full-time employed graduates (full-time civilian and full-time military) by the total number of employed graduates (full-time civilian, part-time civilian, and full-time military). For example:

Total number of employed graduates:	350
Total number of full-time employed graduates	210
Total Full-time Jobs Rate:	60.0% (210 divided by 350)

- ✓ Full-time Placement Rate. The goal is for 80% of the graduates to be engaged in full-time activities (full-time civilian employment; full-time military; full-time postsecondary enrollment; or part-time jobs with part-time postsecondary enrollment) by the close of the follow-up phase. The Full-time Placement Rate is computed by dividing the total number of full-time enrolled and employed graduates by the number of graduates. For example:

Total number of graduates:	550
Total number of full-time enrolled and employed graduates:	520
Full-time Placement Rate:	94.5% (520 divided by 550)

- ✓ Unable to Contact Rate. The goal is a less than 10% “unable to contact” rate during the 12-month post-graduation follow-up phase. An escalating “unable to contact” rate is of considerable concern because performance outcomes can’t be claimed if the Specialist is unable to make contact with graduates.

Total number of graduates:	550
Unable to contact:	25

Unable to Contact Rate: 4.5% (25 divided by 550)

- ✓ Further Education Rate. Specialists are committed to encouraging graduates to pursue a postsecondary education if it is appropriate and feasible given the graduate's situation. The Further Education Rate is tracked to emphasize the importance that the JAG Model places on a postsecondary education especially when combined with part-time employment.

Total number of graduates: 550  
Postsecondary enrollment: 110  
Further Education Rate: 20% (110 divided by 550)

- ✓ Average Wage. Specialists are encouraged to assist graduates to secure a positive status change (increase in wages or hours; advancement; promotion, etc.) during the 12-month post-graduation follow-up phase. The average wage is computed by adding the hourly wage for all graduates and dividing by the number of graduates.

## **JAG MODEL SERVICES**

- ✓ Classroom Instruction. A trained "JAG Specialist" provides individual and group instruction to 35-45 students carefully selected for the program by a school Advisory Committee comprised of faculty, administrators, and counselors.
- ✓ Employability Skills Training. The JAG Curriculum is designed to equip students with no less than 37 competencies that will prepare them to secure a quality job and/or pursue a postsecondary education upon graduation from high school. Students in multi-year programs may attain as many as 85 competencies in four years.
- ✓ Adult Mentoring. The JAG Specialist provides individual attention to reduce the number of barriers preventing students from receiving a high school diploma, securing employment, or pursuing a postsecondary education and/or training that leads to a career.
- ✓ Guidance and Counseling. JAG Specialists provide informal guidance to students on career and life decisions and, based on the individual needs of students, connect them to professional counseling services to address more serious barriers.

- ✓ Summer Employment Training. JAG programs include placement services for students over the summer months to support yearlong learning.
- ✓ Leadership Development. In-school students participate in the highly motivational student-led JAG Career Association to develop leadership and teaming skills. Out-of-School young adults participate in a youth-led organization called the JAG Professional Association.
- ✓ Job and Postsecondary Education Placement Services. Specialists engage in intensive employer marketing and job development activities to identify quality job placement opportunities for students upon graduation. Likewise, they assist students in the exploration of postsecondary education opportunities and help navigate the financial aid and application processes.
- ✓ Linkages to School- and Community-Based Services. JAG programs serve as a school-based “one-stop center” to ensure that they receive academic and social services from in-school and community-based resources as needed.
- ✓ 12-Month Follow-up Services. JAG provides a full 12 months of post-graduation follow-up services and support on the job and/or in pursuit of a postsecondary education.
- ✓ Accountability System. Systematic Internet-based tracking of program activities, including: students served, services delivered and performance results achieved. Electronic National Data Management System (ENDMS) allows monitoring of the data captured in the national, state, and local database. The required data and information are essential in conducting JAG’s National Accreditation Process including local site reviews and funding sources.
- ✓ Professional Development. Continuous improvement of results through the professional development of state and local staff is an ongoing service provided JAG-State Organizations.

All JAG programs must offer the following activities in each high school in which the JAG program is operating:

1. JAG Specialists (teacher) must participate in the DWD provided JAG training workshops to learn how to deliver the model services and implement all components of the model. This workshop will be in-state and conducted by a nationally certified trainer. When a JAG Specialist terminates service and is replaced, the new specialist must also receive this training.

2. The national organization sponsors a National Training Seminar (NTS) each July. JAG Specialists are not required, but encouraged, to attend to receive updated technical knowledge and professional development.
3. One component of the model is to have a student organization called the "Career Association" for students to learn and practice leadership skills. A few competitive events allow students to compete against other schools. Some of these are required events. Therefore, participation in the Super Regional Career Development Conference (usually in early April) and the State Career Conference (usually in late April) is required. Both are one-day events.
4. The State Career Development Conference (CDC) takes place each Spring, annually, and will be attended by staff and JAG participants that have qualified to compete.
5. Classes should be separated by grades whenever possible because the competencies taught to seniors are different than those taught to underclass students.
6. NIWB will provide the JAG Specialist with a computer with Internet access. The data entry requirements must be kept current to meet national expectations. Specialists will be required to enter data on a daily or weekly basis. Their database will be monitored monthly by the state staff and the national staff and expected to be current, complete, and accurate.
7. JAG Specialist should be scheduled the equivalent of one hour per day to conduct Job Development, Job Marketing, and Follow-up Activities. A minimum of three hours per week should be scheduled for these activities.
8. JAG Specialist should be contracted for twelve (12) months to have time during summer when schools are not in session to conduct follow-up activities with all students. It is required that graduates receive, at a minimum, one contact per month (including June, July, and August) for 12 consecutive months after leaving high school. Undergraduate students should also receive monthly contacts during summer months to encourage tutorial help, remediation, work experience, return to school, etc.

For Northern Indiana, there are currently eight (8) fully operational ISY JAG Programs which are listed below. *NIWB plans to expand the ISY JAG program to two additional high schools.*

- ✓ Adams (St. Joseph County)
- ✓ Clay (St. Joseph County)
- ✓ Riley (St. Joseph County)
- ✓ Washington (St. Joseph County)
- ✓ Memorial (Elkhart County)
- ✓ Central (Elkhart County)
- ✓ LIFE Academy(Elkhart County)
- ✓ Merit Learning Center (Elkhart County)

**An Introduction to the Jobs for America's Graduates (JAG)**  
**Dropout Recovery/Out-of-School Program**

The Out-of-School (OOS) program operated by the JAG National Network is designed to serve youth (ages 16-24) who have left the traditional school system and are interested in completing requirements for a high school diploma or attain a GED. The primary mission of this JAG Model program is to recover dropouts and to provide an array of counseling, employability and technical skills development, professional association, job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program.

- The program targets dropouts who are no longer enrolled in a traditional school system. Dropouts normally experience severe academic, economic, family and personal barriers to complete requirements for a high school diploma or a GED.
- The JAG Out-of-School Program works with 35-45 students in a cohort to enable them to achieve all requirements for a high school diploma or a GED and then to transition to a positive destination in the form of a job, postsecondary education or the military.
- Program participants are self-selected based on leaving the traditional school system without a diploma although they must want, need and can profit from a JAG Model program. The vast majority of dropouts find themselves in a difficult situation because of their past behavior, their demographic characteristics and perceived barriers to staying in and completing high school or transitioning to a quality job and/or

postsecondary education. Without a high school diploma, the workplace does not reward young people with well-paying employment opportunities.

- The JAG intervention in the OOS program should be no greater than 24 months which includes the 12-month follow-up period. Dropouts are recruited to attend JAG instructional classes and they receive support services for a year following completion of a high school diploma or GED.
- A trained career specialist provides counseling and classroom instruction. Participants are also equipped with employability skills in 20 employability competencies that will prepare them for the workplace. These competencies are organized in the following six competency categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills competencies.
- In addition to instruction in the core competencies, the OOS program uses the professional association (similar to the career association except for dropouts) to prepare participants for the demands of the workplace, especially work teams. Specialists observe program participants operating in work teams and offer instruction to improve individual and group performance.
- OOS program services also include a 12-month follow-up period during which specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for participants upon completion of a high school diploma or attainment of a GED certificate.
- Specialists also assist graduates in the exploration of postsecondary educational opportunities and show them how to navigate the financial aid process to pursue these opportunities.
- Participants receive assistance in graduating from high school or completing requirements for a GED certificate.
- OOS specialists track the labor market and schooling/training activities of these JAG participants on a monthly basis.
- One of the key components of the JAG OOS Program is the provision of follow-up services for up to a year following graduation or attainment of a GED. The follow-up activities of specialists are critical to documenting the labor market and schooling/training experiences of completers.

Information on the post-completion labor market, schooling, and training outcomes of JAG participants is to be collected regularly by the specialist.

- Numerous contacts are expected to be attempted every month to obtain information on the activities of each graduate. The information is obtained either directly from the participant, from the employer of the participant, or from some other source such as an adult family member.
- Those JAG participants for whom successful follow-up contacts are made are classified into one of 12 possible categories, based upon what they were doing at the time of the contact.
- OOS participants are classified as working (full-time or part-time), serving in the military, enrolled in school (4-year, 2-year, or other), or mixing work and school, or not employed and not in school.
- The last group of “at-risk” participants consists of two subgroups: those who were looking for work (unemployed) and those who were not seeking employment (out of the labor force). Minimizing the size of this last group is a core objective of a JAG Model program.

## **Outcome Goals**

JAG Specialists are held accountable for the following outcomes:

- 50 percent GED and/or high school graduation rate
- 80 percent experiencing a positive outcome, including: employment, postsecondary education enrollment, or military
- 60 percent employed in a job in the public or private sectors
- 60 percent employed in a full-time job
- 80 percent in a full-time placement, including: full-time job; full-time postsecondary enrollment; or, a combination of work and school
- 80 percent improvement in study habits
- 90 percent participation in JAG Professional Association meetings and activities
- 80 percent increase using pre- and post-test knowledge assessment
- 90 percent participation in service learning projects
- 80 percent decline in discipline referrals
- Students are selected with no less than 5.0 average number of barriers

- 90 percent of participants with reduction in one or more barriers
- Average number of contact hours per participant: 80 contact hours
- Average number of JAG competencies attained: 20
- 100 percent of participants are being tracked accurately and in a timely manner using the Electronic National Data Management System (e-NDMS)
- 5 percent or less of graduates in the unable to contact rate category
- 30 percent pursuit of a postsecondary education

### **ADDITIONAL INFORMATION**

The selected service provider will agree to use NIWB youth funding to pay for salaries, travel, staff development, instructional materials, supplies, and other approved costs with the exception of equipment.

Additional information about the Jobs for America's Graduates National Model and all required components can be found on their web site at [www.jag.org](http://www.jag.org).



## **Attachment B**

See attached budget template to complete (Excel Format). Please include a planned cost per participant below:

Cost per participant: \$ \_\_\_\_\_

## Attachment C

### WIA Youth Production Schedule

Enter Organization Name

#### Planned Youth Enrollments & Exits By Quarter

	3rd Quarter Jan – Mar 2012	4th Quarter Apr – June 2012	N/A	N/A	Total for Year
Planned WIA Youth Enrollments (# of youth to begin receiving services)					
Planned WIA Youth Exits (# of youth to stop receiving services)					
	1 <sup>st</sup> Quarter Jul – Sep 2012	2 <sup>nd</sup> Quarter Oct – Dec 2012	3 <sup>rd</sup> Quarter Jan – Mar 2013	4 <sup>th</sup> Quarter Apr – June 2013	Total for Year
Planned WIA Youth Enrollments (# of youth to begin receiving services)					
Planned WIA Youth Exits (# of youth to stop receiving services)					

## Performance Goals for Proposed Youth Program

Performance Measures/Outcomes	Number of Youth to Attain Outcome	Required Goal as a %	Organizational Goal as a %
Placement in Education or Employment		72%	
Attainment of Degree/Certificate		63%	
Literacy/Numeracy Gain		30%	

These performance measures/outcomes have been described in section I. E of this RFP and are subject to change based on state negotiations. Bidders should enter both an estimated total number of youth that it believes will attain these outcomes as well as a percentage of the total number of youth being served.

## **Attachment D**

### Assurances and Certifications

The respondent assures and certifies to each of the following items:

1. The bidding organization agrees to comply with all applicable State and Federal laws and regulations governing the Workforce Investment Act, the Northern Indiana Workforce Board (NIWB), and any other applicable laws and regulations.
2. The bidding organization has not been debarred or suspended or otherwise excluded from or ineligible for participation in federally funded programs.
3. The bidding organization possesses legal authority to offer the attached proposal.
4. A drug free workplace will be maintained in accordance with State of Indiana requirements.
5. By submitting a proposal the bidder certifies to his/her knowledge and belief that there is no conflict of interest (real or apparent) inherent in the bid or in delivering the plan of work if NIWB awards a contract. A conflict of interest would arise if any individual involved in the preparation of this RFP, proposal review and rating or award decisions has a financial or other interest in or represents the bidding organization and would be likely to gain financially or personally from the award of a contract. The same would hold true for any member of the individual's family, partner, or an organization employing or about to employ any of the above as a direct result of the successful award of a contract under the RFP. NIWB reserves the right to disqualify a bid should a conflict of interest be discovered during the solicitation process.
6. The bidding organization assures that if awarded a contract by NIWB, it will comply with Regional, State and Federal program and financial monitoring requirements. This means the bidder will make available required information (both program and financial) as is required to satisfy local, state, and federal monitoring expectations.
7. The bidding organization assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws: Section 188 of the Workforce Investment Act of 1998; Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; The Age Discrimination Act of 1975, as amended; and Title IX of the Education Amendments of 1972, as amended. The bidding organization also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the WIA Title I financially assisted program or activity, and to all agreements that NIWB makes to

carry out the WIA Title I financially assisted program or activity. This WIA Title I funded program is an equal opportunity employer/program. Auxiliary aids and services will be made available upon request for individuals with disabilities. By submitting a bid all bidders are providing an assurance that they will comply with the above nondiscrimination and equal opportunity provisions.

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Signature of Authorized Representative

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Print or Type Name

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Date

## Attachment E

### Non-Collusion Affidavit

State of Indiana

County of \_\_\_\_\_

The respondent is hereby giving oath that it has not, in any way, directly or indirectly, entered into any arrangement or agreement with any other respondent or with any officer or employee of the Northeast Indiana Regional Workforce Investment Board whereby it has paid or will pay to such other respondent or officer or employee any sum of money or anything of real value whatever; and has not, directly or indirectly, entered into any arrangement or agreement with any other respondent or respondents which tends to or does lessen or destroy free competition in the letting of the agreement sought for by the attached response; that no inducement of any form or character other than that which appears on the face of the response will be suggested, offered, paid, or delivered to any person whomsoever to influence the acceptance of the said response or awarding of the agreement, nor has this respondent any agreement or understanding of any kind whatsoever, with any person whomsoever, to pay, deliver to, or share with any other person in any way or manner any of the proceeds of the agreement sought by this response.

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Print or Type Name

\_\_\_\_\_  
Date